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The relationship between psychological resilience and procrastination levels of teacher candidates

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Abstract

The aim of the study is to investigate relationship between psychological resilience and procrastination levels of teacher candidates. In accordance with this purpose “Resilience Scale for Adults” developed by Basım ve Çetin (2011) and “Tuckman Procrastination Scale” adapted to Turkish by Uzun Özer (2010) were used to collect data. The sample is composed of 196 teacher candidates (86 Male, 110 Female) who study at the Faculty of Education at Ondokuz Mayıs University, were selected via random sampling method. The data was collected at the beginning of the Fall semester of 2012-2013 academic year. Independent variables of the research were determined as gender and grade level. The data was analyzed by using the Pearson Correlation Coefficient and Multivariate Analysis of Variance (MANOVA). The research findings show that there was positive and significant relationship between psychological resilience and procrastination levels of teacher candidates. In addition, it was found that significant differences between psychological resilience levels of teacher candidates with respect to grade level.

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1. Introduction

The factors like failure, bereaved of loved one, personal conflict and unresolvable problems create tension and make stress in human life. Struggling these breaking points and overcome existing problems are important for the protection of mental health of the individual. In this respect, ideas about individuals can survive hard living conditions and gain strength as overcome these challenges adverse concept of “resilience” in the fields of psychology and education. In this point it is possible to say that concepts of psychological resilience and social support are the most important indicators of resilience (Terzi, 2008, p.1).

Concept of “psychological resilience” is defined as a positive adaptation of an individual at risk and under bad conditions (Masten & Reed, 2002, p. 75). In other words, the psychological resilience includes flexibility, stamina to confront all the challenges, attitude and reactions in the face of ongoing psychological pressures changes (Keleş, 2011, p. 348). Ramirez (2007) defines psychological resilience as of ability to rally and to recovery from disease, depression, changes, bad conditions quickly; the elasticity of bounce back while get offended (Öz & Bahadır Yılmaz, 2009, p. 83). Based on this psychological resilience can be regarded as a complex, delicate and lifelong

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process which is got by individual at the end of his struggles in the face of uncertainties and constantly changes (Özkalp,2009).

When examining the common point of definitions in literature, psychological resilience can be regarded as a personality trait including three dimensions, attachment, control and difficulty (Crowley, Hayslip, & Hobdy, 2003; Hanton, Evans & Neil, 2002; Maddi, Harvey, Khoshaba, Lu, Persico & Brow, 2006; Morrissey & Hannah, 1986, cited; Sezgin, 2012,490). The dimensions are attachment, control and difficulty moderate the impact of stress in events experienced by changing the perception of the current situation and reduce the negative impact of stressful life events by cognitive appraisal and coping (Sezgin,2012,490). Therefore, it is possible to say that shapes individual's position and attitude in the face of current problems. Indeed, Shouwenburg (1995) found significant correlations between work motivation, level of consciousness, tend to postpone, work discipline and self-control. Low scoring students at level of consciousness are likely to discontinue their work when they come face to face with obstacles, is detected (Milgram, 1991; Shouwenburg, 1992; Solomon & Rothblum, 1984).

Tendency of procrastination is defined in literature as a behavioral tendency or personality trait towards to delay or procrastinate making decision, duty (Milgram, Mey-Tal & Levison, 1998, p. 297 as cited; Balkıs, 2006). Some researches emphasize on the irrational dimension of procrastination (Knaus,1998; Burka & Yuen,1983), in some of which procrastination is expressed as a mechanism to protect self-oriented and is used as a strategy for coping with these situations when individual feel anxiety of to be evaluated and fear of failure (Çakıcı,2003).

Neither theoretical approaches about procrastination nor definition of the concept couldn't be reached agreement on. It seen that each approaches make own interpretation. Behavioral approach describes the procrastination as a learned habit and consolidation of heart-warming activities and a short-term rewards are preferred by the individual. Psychodynamic theories characterizes the procrastination as a revolt against to overly demanding or over indulgent attitudes of parents and way to avoid the underlying subconscious anxieties (Burka & Yuen,1983; McCown, Petzel & Rupert, 1987; as cited in Çakıcı, 2003).Advocates of cognitive approaches suggest that some variables as of predictors of procrastination are irrational beliefs, self-esteem (Beswick, Rothblum & Mann, 1988), cognitive load styles (Rothblum, Solomon & Murakami, 1986), self-preventing strategies (Ferrari, 1992), depression, anxiety (Flett, Blankstein & Martin, 1995). Procrastination is attributed to the perception of self-efficacy by Bandura (1986) and lack of self-regulation by Tuckman & Sexton (1990).

Based on the above predictor variables, that may be considered a relationship between psychological resilience and procrastination. In fact, it is thought that mentioned concepts of depression, self-esteem, anxiety, internal locus of control, self-efficacy are related to procrastination as well as psychological resilience (Benard, 2004; Magnus, Cowen, Wyman, Fagen & Work, 1999).

The studies about procrastination shows that majority of university students experience emotional distress as a result of behavior of procrastination (Solomon, Rothblum & Murakami,1986; Hill, Chabot & Barrall, 1978; Ellis & Knaus,1977). It is thought that such a study to determine relationship between psychological resilience and procrastination levels of teacher candidates, is important in terms of to realize and make productive the students who fail due to habits of procrastination.

From this point of view purpose of this study is to determine the relationship between psychological resilience and procrastination levels of teacher candidates.

2. Method

The research was conducted in relational screening model in which it is aimed to determine the relationship between psychological resilience and procrastination levels of teacher candidates. The participants of this study comprised were of 196 (86 Male, 110 Female) volunteer teacher candidates who study in faculty of education at Ondokuz Mayıs University, were selected via random sampling. The data was collected in the beginning of the fall semester of 2012-2013 academic year. Data were collected by Demographic Data Form, Resilience Scale for Adults, Tuckman Procrastination Scale.

Resilience Scale for Adults: The scale adapted to Turkish by Basım and Çetin (2011), consists of 33 items (16 negative, 17 positive) including three dimensions: Perception of Self, Perception of future, Structured Style, Social competence, Family cohesion and Social resources explained 53. 5 % of the variance. The higher points received

from the scale displays the higher level of resilience. Alpha coefficients for the sub dimensions of the scale were varied between 0.66 and 0.81 and the test-retest reliability of the factors founded between 0.68 and 0.81.

Tuckman Procrastination Scale: The scale adapted to Turkish by Uzun Özer (2009), consists of 14 items (4 negative, 10 positive). The higher points received from the scale displays the higher level of procrastination. Alpha coefficients of the scale was found .90.

Data was analyzed with SPSS 20 (Statistical Package for Social Sciences) Software. Pearson Correlation Coefficient and Multivariate Analysis of Variance (MANOVA) were used to analyze data.

3. Findings

The results of the correlation between psychological resilience and procrastination levels of teacher candidates was displayed on the Table 1.

Table 1. The correlation between psychological resilience and procrastination levels of teacher candidates

Variables	N	X	S	K-S	r	p
Psychological Resilience	196	79.33	13.9	.091	.127	.047
Procrastination	196	34.54	5.3	.064		

From the Table 1, it was discovered that there was positive and significant relationship between psychological resilience and procrastination levels of teacher candidates ($r = 0.127$, $p < .05$). It can be said that increased in psychological resilience leads to increase in procrastination.

The differences between psychological resilience and procrastination levels of teacher candidates with respect to grade level was analyzed through Multivariate Analysis of Variance (MANOVA). In this point, results of the Levene test was found that psychological resilience $F(3-191) = 1.113$, $p = .345$, procrastination $F(3-191) = .372$, $p = .773$. As a result of testing the equality of covariance matrices Box's $M = 4.202$, $F(9-82257.268) = .456$, $p = .905$, was found. These values showed that equality of variance ($p > .05$), and covariance ($p > .05$) that provided. In other words groups were homogenous with respect to grade level and MANOVA assumptions were provided. From this point of view results about comparing with respect to grade level was displayed on the Table 2.

Table 2: MANOVA results about comparison levels of psychological resilience and procrastination according to grade level

	Grade Level	N	Sd	Λ	F	P
Psychological Resilience	1 th grade	27				
	2 th grade	88	6-380	.895	3.603	.002
Procrastination	3 th grade	30				
	4 th grade	50				

According to the Table 2, there was significant differences between psychological resilience and procrastination levels of teacher candidates with respect to grade level, Wilks Lambda (Λ) = .895, $F(6-380) = 3.603$, $p < .05$.

With regard to this, Tukey test analysis revealed that there was no significant difference between procrastination levels where as there was significant difference between psychological resilience levels of teacher candidates with respect to grade level. Accordingly, there was significant differences between teacher candidates who attend 4th grade ($X = 85.6$) 3th grade ($X = 77.367$), 2th grade ($X = 77.836$), 1th grade ($X = 74.751$). Analysis results show that 4th grade teacher candidates have the highest level, 1th grade teacher candidates have the lowest level of psychological resilience.

4. Discussion

The purpose of the study is to investigate psychological resilience and procrastination levels of teacher candidates. The research findings show that there is a positive and significant relationship between resilience and procrastination levels of teacher candidates. Accordingly, increased in psychological resilience leads to increase in procrastination.

Some researches show that there is negative and significant relationship between procrastination and self-esteem (Beswick, Rothblum & Mann, 1988), self-efficacy (Ferrari, Parker & Ware, 1992), optimism (Lay & Burns, 1991). This unexpected finding can be explained by the concept of control is one of the dimension of psychological resilience. Control include individual's belief, thoughts and actions to impact some various events in his own life (Holt, Fine & Tollefson, 1987). Therefore, the belief to solve the current problem may lead individual to procrastinate the problem until the last moment. In addition, procrastination may make to believe the individuals own skills and performance is more than show up and have limited potential for doing good works. In other words levels of self-esteem and perfectionism may lead individuals to procrastinate. Burke and Yuen (1983) suggest that individuals who procrastinate their work, are perfectionist and often don't aware of it. It is possible to say that individuals who attribute own self esteem to the high performance, may avoid to test their skills and procrastinate until the last moment (Berri, 1975). In relation to this, Bandura (1986) suggested that individual's certain judgments towards their capacity to achieve the goals is most important cognition that impact human behaviors. Besides, fear of to be evaluated as a ineffective person and to feel inferiority may lead the individuals to procrastinate until the last moment (Gülebağlan, 2003). In this point Baumeister (1991) refers to the procrastination provides a short-term benefit. In other words, procrastination is effective to protect psychological resilience while it is enough like defensive mechanism, can be said. Wendelien (2000) suggests that procrastination provides extra time to increase creative thinking, research, acquisition of new intuitions and qualify of the work.

In addition, another obtained findings show that there are significant differences between psychological resilience levels of teacher candidates with respect to grade level. It was found that 4th grade teacher candidates have the highest level, 1th grade teacher candidates have the lowest level of psychological resilience. It may be interpreted as of increased experience depending on age, grade level etc. leads to increase in psychological resilience. This finding is supported by the study shows that there are significant differences between coping with stress levels of teacher candidates with respect to grade level (Avşaroğlu & Taşğın). In addition Partlak (2003) reported that fourth grade students use more self-confident approach in coping with stress. Sürücü & Bacanlı (2006) suggest that increased grade level leads to increase in adaptive skills. The studies show that increased age, experience, number of working years leads to decrease in burnout (Dolunay & Piyal, 2003; Metin & Gök Özer, 2007). It can be said that research finding is supported by the studies in literature.

5. Conclusion and suggestions

The research results show that the increase in psychological resilience leads to the increase in procrastination. The research has also proved that there were significant differences between psychological resilience levels of teacher candidates with respect to grade level. In other words, it was found that increased grade level leads to the increase in psychological resilience. Such an unexpected finding like positive relationship between psychological resilience and procrastination levels should be researched with another sample in further studies. Also effects of some variables like autonomy, personality trait, motivation on psychological resilience and procrastination should be researched.

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